



# Transformation Framework

## FACULTY OF HEALTH SCIENCES

A Great University is one where its members are ready, willing, and able to question any and all assumptions. It is a place where no belief is “sacred,” “an undeniable law of the universe,” or even a “law of nature” other than the one that argument and reflection is desirable and beneficial.”<sup>1</sup>



**UNIVERSITY OF CAPE TOWN**  
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD



**FACULTY OF  
HEALTH SCIENCES**



# The FHS Pledge

The FHS will produce caring and resilient professionals who are able to:

**Participate in shaping the health of South Africans** as agents of social justice and sustainable development.

**Engage communities** to own their health and wellbeing.

**Advocate for community-based health promotion and disease prevention** in addition to curative, rehabilitative and supportive health interventions.

**Produce research** that **addresses inequities** in health access and resources.

**Conduct research** that promotes community participation.



# Preamble

In 2002, the Faculty of Health Sciences (FHS) adopted the Faculty Charter<sup>2</sup> as a commitment to transformation. In 2015, the FHS Strategic Plan - Vision 2030 – stated: “Transformation should encompass all our activities”.<sup>3</sup> Despite these efforts, the student protests in 2015 and 2016 revealed there is much more work required to address the transformation of our institutional culture, policies and infrastructure.

It is within this context that the Transformation and Equity Committee (TEC) drafted the first Transformation Framework Document adopted in October 2016. This current updated version provides a resource for research units, divisions, departments and institutes within the Faculty, and aligns itself with the transformation goals of the University of Cape Town.



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## 1. Introduction

Segregation, exclusion and oppression continue to affect the vast majority of South Africans. Institutions and systems within higher education and healthcare continue to exclude, amongst others, black South Africans and womxn. Disadvantaged students and staff still experience inequitable access to resources and opportunities, are the victims of racist language and attitudes, and encounter barriers to participation and ill-applied recruitment and advancement policies. Left unchecked, the social, political and economic inequalities of class, sex, race, gender and disability will continue to shape South African higher education institutions.<sup>4</sup> In order to bring about change, transformation is necessary.

Transformation is the process of creating an environment based on inclusivity and diversity, equal opportunity, justice and community through supported development. The process of transformation takes into account the many ways that discrimination, domination and oppression intersect across all strata of inequality - oppressed peoples can be oppressors depending on the context. Furthermore, we must be mindful that “while all transformation is change, not all change is transformation”.<sup>5</sup> This framework will guide the FHS as it reworks institutional policies and practices which perpetuate a culture of distrust, exclusion and injustice [see *Appendix 1 for Legal and Policy Frameworks for Transformation*].

## 2. Vision

Our vision as a Faculty is to “be a centre of excellence in health sciences that is locally relevant and globally competitive”.<sup>3</sup> We want to realise this vision within the context of transformation.

## 3. Aim

The core function of the FHS is to train undergraduates, postgraduates, researchers and health professionals to undertake research relevant to the South African context and to respond to the health needs of our country and continent. We will fulfil our mandate by understanding how power [governed by leadership and representation], knowledge and identity contribute to maintain the status quo of the Faculty. The aim of this document is to outline how FHS can deliver on its core function within our specific socio-politico-economic context.

## 3.1 Power

We will challenge intersectional forms of oppression such as patriarchy, privilege, “whiteness”, ableism, heteronormativity, Eurocentricity, and Judeo-Christianity, as examples, and in so doing, recognise and create spaces for all voices and perspectives. We will critically reflect on how we use language, texts and educational resources, how we develop and apply policies and criteria that measure performance and progression, and how we behave, to ensure that we do not value one over another.

### 3.1.1 Leadership

We will challenge power dynamics to develop leaders at all levels in line with the FHS Leadership Framework<sup>6</sup>.

### 3.1.2 Representation, Diversity and Equity

Class, race, gender identity, and disability will be equally represented at the FHS to eliminate historical and current divides.

#### Embodiment of representation

The values and lived experience of all individuals, irrespective of historical placement, will be respected and represented at all levels. However, faculty policies and practices must prioritise the inclusion of more persons with disabilities, black, and LGBTQIA+ [female, lesbian, gay, bisexual, transgender, queer, intersex or asexual] South Africans.

#### Spirit of representation

Any individual can represent the views and values of any community, irrespective of their historical placement.

## 3.2 Knowledge

We will understand how unconscious bias inherent within current knowledge systems impacts the FHS’ ability to achieve its core functions. We will incorporate both exogenous and indigenous knowledge systems that benefit all communities. We will redesign the curricula; transform teaching, training and research to produce academics and health professionals that challenge social injustice issues that impact the health of our communities.

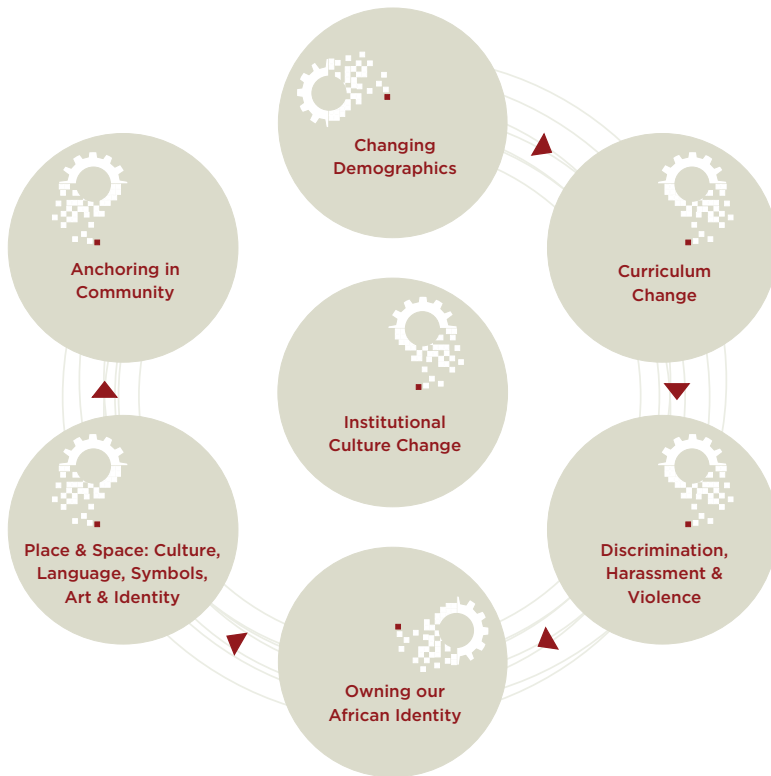
### 3.3 Identity

Colonialism and Apartheid prevented the development of a cohesive African identity. We will guard against assimilationist approaches or the misappropriation of components of African culture, as this is not true transformation. We will uphold the following values to grow and celebrate our African identity:

- **Diversity**  
Every person has value. We will appreciate and promote differences in knowledge which encompasses multi-disciplinary practice, research, philosophies, theories and approaches.
- **Promoting Contextually-relevant African knowledge and Practice**  
We will create an environment where all beliefs and practices can be freely debated in a spirit of open enquiry.
- **Respect**  
We will value the lived experiences of all.
- **Justice**  
We will restructure leadership, policies, language-use and institutional culture to promote inclusivity and equality.
- **Non-Discrimination**  
The historically marginalised: womxn, black people, the LGBTQIA+ community, people with disabilities, certain professional disciplines, and Africans will be equally represented and valued.
- **Community and People-Centredness**  
We will generate awareness of community needs and encourage community participation in the spirit of the Primary Health Care approach.
- **Transparency**  
We will promote honest communication and open, consultative processes.
- **Accountability and Responsibility**  
Leaders will be accountable to, and responsible for, their constituencies. Outside of formal leadership assignments, all faculty members will have a collective duty to be accountable for their actions.
- **Agency**  
We will act with initiative, intention, integrity and energy, and facilitate systems for others to do likewise.

## 4. Concordance with the UCT Strategy for Transformation

The UCT Transformation Pillars<sup>7</sup> captured in *Figure 1* indicate the key areas to consider when developing departmental transformation plans:



*Figure 1.* Changing institutional culture as a central objective

### 4.1. Owning our African identity

African identity permeates all areas of transformation. We will develop an authentic identity as a South African Higher Education [HEI] institution. The philosophy of *Ubuntu*\* will guide our academic leadership, teaching and learning, research, social responsiveness and administrative systems.

\**Ubuntu* is an Nguni word which can be roughly translated to mean “humanity”. Other translations include “I am because we are,” or “humanity towards others”. It can be interpreted in a more philosophical way to mean “your humanity is inextricably bound to mine”<sup>8</sup>



## Objectives

- FHS will develop and prioritise African perspectives to advance health theory and practice.
- FHS will explore, build, embrace and disseminate health science knowledge and practice that is grounded in African philosophies, values, ethical systems and cultural practice through scholarly engagement.

## Interventions

- Adopt a curriculum-change approach that equally considers African and other currently dominant perspectives to develop best practice in Health Care in South Africa and globally.
- Partner with other African universities, to form mutually beneficial capacity development agreements to improve public health policy and practice on the continent, and build research capacity in other African countries.
- Partner with other African universities and research organisations to ensure research is conducted into health areas relevant to the African continent.

## 4.2 Changing demographics


### Objectives

- FHS will build a cohort of staff and students that reflects National and Provincial demographics.
- FHS will support and implement Faculty, University, Provincial and National employment equity policy and targets.

### Interventions

#### Staff

- Include HR policies and processes that seek to attract and retain applicants with disabilities and those from the LGBTQIA+ community so as to build disability, sex and gender diversity.
- Recognise that womxn bear the weight of family responsibilities, understand the impact this has on career progression and develop strategies that accommodate these challenges.



Transformation is a complex, multi-layered and dynamic process that not only encompasses the need to change demographics, but also the need to promote substantive change in the culture of institutions of higher learning, as well as the attitudes and perceptions within institutions of higher learning.

- Develop strategies to build an adequately funded pipeline to recruit, develop and promote black academic staff from undergraduate level [including post-PhD staff, post-doctoral fellows, post-MBChB / clinical specialisation / sub-specialisation academic, clinical or jointly appointed staff] to the level of A/Prof and Professor.
- Engage with UCT HR to formulate policies for the progressive promotion of black PASS staff into leadership positions [similar to that of academics].
- Train line managers in UCT management processes including developmental dialogues.
- Retain black staff through radical institutional climate change and a robust, regulated EE appointment policy driven by demographic targets set by the Faculty to be achieved in a defined period.
- Develop strategies where PASS staff are included in all facets of departments, including research and are recognised for their contribution.
- Integrate the newly insourced workers into the UCT community.
- Formulate a policy on the recruitment and retention of staff and students with disabilities and make the necessary accommodations in the physical environment to enable full participation.
- Create and maintain access to mental health services for staff creating a functional, structured and properly funded service.

## ***Students***

- Make sensitivity training mandatory as part of staff development and induction process [obligatory for all current and newly appointed staff] to prevent harmful interactions with students around race, socio-economic status, language, faith, ableism and sex and gender identity and ensure that students of all disciplines and professions are treated equally.
- Create and maintain universal access to mental health services for undergraduate and postgraduate students through creating a functional, structured and properly funded service.
- Address institutional factors which negatively impact the mental health.
- Make more funding and more flexible pathways available for post graduate students for full, part-time and jointly appointed staff.

## ***Staff and Students***

- All students [prior to registration] and all staff [prior to appointment either on contract or permanently] should sign an on-line acknowledgement that they have read and understood the code of conduct of the university and the Faculty. This code of conduct will align with the Transformation Framework document and with the Professional Standards Committee of the Faculty and will be available in an accessible format in all official languages recognised under the constitution.
- Ensure that disciplinary procedures include processes to address violations of the Faculty code of conduct.

## **4.3 Transformation through Curriculum**

### **Objectives**

- FHS will design curricula that produce healthcare professionals able to cope with, respond to, and adapt to the needs of all patients irrespective of background.
- FHS will decolonialise our curriculum to address “who teaches?” [power], “what do we teach?” [knowledge systems], “who do we teach?” [identity] and “what does it mean to teach?” [philosophy, ethics, and codes of conduct]. Produce undergraduate and postgraduate students, postdoctoral and clinical subspecialist with critical and creative thinking, metacognition, self-regulation, self-awareness, agency, skills, and knowledge to make a meaningful contribution to their communities.

## Interventions

- Actively critique all proposals formulated by the Teaching and Learning Committee and the FHS Curriculum Review Committee using the following questions outlined in the UCT Curriculum Change Framework:
  - What knowledge?
  - Whose knowledge?
  - What / who gets privileged?
  - Whose interests dominate?
- Include courses within postgraduate degrees such as the history and philosophy of science, project management, community engagement, ethics, professionalism, presentation and interview skills, managerial skills etc. to equip our students for a future outside of academia.
- Deputy Deans for undergraduate and postgraduate education together with departmental heads must ensure that actions to decolonise their curricula are implemented. This must be assessed as an outcome in their annual performance appraisals.

## 4.4 Place and Space: Culture, Language, Symbols, Art and Identity

### Objectives

- FHS will affirm the dignity, contributions and experiences of all, with specific attention to those who have been historically marginalised in the university community.
- FHS will create an inclusive teaching, learning and research environment for gender and sexual diversities and the people with disabilities.
- FHS will identify and address institutional policies and practices that reproduce power relations based on historical privilege, colonialism and apartheid, and which impede transformation.
- FHS will incorporate changes in innovative teaching content and methodologies which contributes to the growth of a transformed curriculum.
- FHS will incorporate changes into the physical environment that adheres to the principles of universal design.
- FHS will create more opportunities for inter-disciplinary and inter-professional engagements.

## Interventions

- Identify meaningful spaces for memorialisation.
- Fundraise from external sources to change spaces / exhibits.
- Exhibit art that reflects the culture of the marginalised.
- Rename buildings, roads, and venues where necessary and appropriate.
- Introduce seminars on university climate change.
- Include infrastructure change, assistive devices, software technology etc. to address challenges of disability.
- Identify research relevant for local context and speaks to the development of diversity.
- Develop and implement policy, training and awareness around sex, gender, language and disability.
- Develop strategies to address the recommendations of the Higher Education Language Policy that “we must develop a multilingual environment where all official languages are developed and used as languages of scholarship, research, teaching and training”.

## 4.5 Discrimination, Harassment and Violence

### Objectives

- FHS will reinforce UCT’s zero-tolerance to any form of unfair discrimination, harassment, sexual violence, and demeaning behaviour, premised on a solid legislative framework, most notably, the *Promotion of Equality and Prevention of Unfair Discrimination Act [4 of 2000]*, and the *Prevention of Harassment Act [17 of 2011]*.
- FHS HODs, departments, units and staff members must be familiar with the function of the Office of Inclusivity and Change [<http://www.oic.uct.ac.za>], aware of, and be able to access internal policies [see the list below] to inform their work to eradicate discrimination, harassment, and overt violence, including micro-aggressions between colleagues, students, and managers:
  - Employment Equity Policy [<http://www.uct.ac.za/main/explore-uct/ee>]
  - Disability Policy [[http://www.uct.ac.za/sites/default/files/image\\_tool/images/328/about/policies/DIS\\_Policy\\_Disability\\_2011.pdf](http://www.uct.ac.za/sites/default/files/image_tool/images/328/about/policies/DIS_Policy_Disability_2011.pdf)]
  - Inclusivity Policy for Sexual Orientation [[http://www.uct.ac.za/sites/default/files/image\\_tool/images/328/about/policies/Policy\\_Inclusivity\\_Sexual\\_Orientation\\_December2017.pdf](http://www.uct.ac.za/sites/default/files/image_tool/images/328/about/policies/Policy_Inclusivity_Sexual_Orientation_December2017.pdf)]
  - Student Mental Health Policy [<http://www.uct.ac.za/downloads/email/MentalhealthpolicyDRAFT.APRIL2017.pdf>]

- Racism and Racial Harassment Policy [[http://www.uct.ac.za/sites/default/files/image\\_tool/images/328/about/policies/Policy\\_Racism\\_Racial\\_Harassment.pdf](http://www.uct.ac.za/sites/default/files/image_tool/images/328/about/policies/Policy_Racism_Racial_Harassment.pdf)]
- Sexual Harassment Policy [<http://www.news.uct.ac.za/article/-2008-04-14-sexual-harassment-policy-approved-by-council>]
- Sexual Offences Policy [[http://www.sart.uct.ac.za/sites/default/files/image\\_tool/images/388/Get\\_Information/Policies/UCT%20Sexual%20Offences%20Policy.pdf](http://www.sart.uct.ac.za/sites/default/files/image_tool/images/388/Get_Information/Policies/UCT%20Sexual%20Offences%20Policy.pdf)]
- Mediation Policy [[http://www.uct.ac.za/sites/default/files/image\\_tool/images/328/about/policies/Policy\\_Mediation.pdf](http://www.uct.ac.za/sites/default/files/image_tool/images/328/about/policies/Policy_Mediation.pdf)]

### Interventions

- Organise seminars / discussions on policies, especially when changes influence the wellbeing of staff and students.
- Make all policies easily accessible on the FHS website.
- Ensure universal access to the UCT Ombud.

## 4.6 Anchoring in Community through Social Engagement

### Objectives

- FHS will recognise and celebrate the contribution of staff and students to community work.
- FHS will include the importance of community engagement in the curriculum.
- FHS will improve the intake of students from previously disadvantaged schools.

### Interventions

- Update the FHS website to include:
  - Information on Cape Town living expenses and processes that equip students with necessary tools to cope with both academic and financial demands while at FHS.
  - Student-driven activities with links to the society / committee websites.
- Capacitate staff to contribute to the four areas of social responsiveness as outlined in the *ad hominem* promotional guidelines.
- Include a social impact statement and knowledge translation dissemination strategy in applications for ethics approvals, grant proposals and teaching and learning projects.
- Explore participatory research methods.
- Explore ways in which members of clinical sites across the Western Cape can speak to curriculum issues - how they experience curricula as patients / staff.

## 4.7 Accountability

### Objectives

- FHS will identify indicators to measure changes related to transformation.
- FHS will design metrics for areas identified for action in the transformation plan.

### Interventions

- Introduce key performance areas on transformation for Heads of Department [HODs], Heads of Division [HODiv] and other faculty leaders and other in key leadership positions [e.g. directors of institutes, PASS staff].
- Review and amend existing FHS measures of transformation in line with the key areas embedded in this framework.
- Clarify the accountability structure at all levels of the FHS [deanery, HODs, HODiv, staff], and within the performance review process, to identify gaps in current accountability measure and develop a strategy to action change.
- Train HODs, faculty leaders, TEC / departmental TEC in the implementation of accountability measures for transformation.
- Develop a communication strategy to keep faculty members abreast of accountability measures and processes.

## 4.8 Finance and Capacity

Transformation is not possible without funding. There are substantive roles which need financial allocation e.g. HR support for the EE subcommittee. Money will be allocated to prioritise posts to this end, and funds are required to action transformation plans.

The Faculty will need to re-prioritise or develop a strategy for actively seeking UCT/FHS-led or co-led funding opportunities for this work nationally and internationally. The next generation professoriate programme also needs additional funding if any real change in leadership is envisaged over the next 20 years. Funding streams for transformation will be established in a transparent and accountable manner.

## 5. References

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## Appendix 1. Legal and Policy Frameworks for Transformation

**Nationally**, frameworks that oblige and promote transformation include, but not limited to:


- The **Bill of Rights of the Constitution of South Africa [No. 108 of 1996]**, particularly sections: **9 [equality]**, **10 [human dignity]**, **11 [life]**, **12 [freedom and security of the person]**, **15 [freedom of religion, belief and opinion]**, **16 [freedom of expression]**, **18 [freedom of association]**, **23 [fair labour practice]**, **29 [education]**, **30 [language and culture]**, **31 [cultural, religious and linguistic rights]** and **33 [just administrative action]**.
- The **Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 [No. 4 of 2000]** which prohibits unfair discrimination by public or private institutions and individuals and prohibits hate speech and harassment. **Prohibited grounds for discrimination include: race, gender, sex, pregnancy, family responsibility or status, marital status, ethnic or social origin, HIV/AIDS status, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.** It establishes the divisions of the High Court and designated Magistrates' Courts as Equality Courts to hear complaints of discrimination, hate speech and harassment.
- The **Employment Equity Act [No. 55 Of 1998]** read together with the **Employment Equity Amendment Act [No 47 of 2013]** which provides for equity in the workplace by promoting equal opportunity and fair treatment in employment through elimination of unfair discrimination and implementation of affirmative action measures to redress the disadvantages in employment experienced by designated groups.
- The **Prevention of Harassment Act [17 of 2011]** where harassment is defined as when one person engages in any unreasonable conduct which causes mental, psychological, physical or economic harm to another person.
- The **Higher Education Transformation Agenda vis-à-vis Education White Paper 3: A Programme for the Transformation of Higher Education.**
- The **Higher Education Amendment Bill [B36-2015]** which provides for the determination of transformation goals and oversight mechanisms for the public higher education system.

**University of Cape Town Policies Plans and Frameworks** that oblige and promote transformation include, but are not limited to:

- The University of Cape Town's Vision and Mission statements [<http://www.uct.ac.za/main/about/history/>]
- The University of Cape Town Employment Equity Policy [as approved by Council, December 2006] [<http://www.uct.ac.za/main/about/policies>]
- The University of Cape Town Employment Equity Plan [1 April 2015 to 31 March 2020 - and as amended] [[http://www.uct.ac.za/usr/about/transformation/policies/8\\_EE\\_Plan\\_](http://www.uct.ac.za/usr/about/transformation/policies/8_EE_Plan_)]
- The University of Cape Town's 2020 Strategic Planning Framework [<https://www.paperturn-view.com/newsroom-and-publications/strategic-plan-digimag-v2?pid=MjA20459>]
- Transformation Report 2017 [[http://www.oic.uct.ac.za/sites/default/files/image\\_tool/images/470/Documents/home/2017%20UCT%20Transformation%20Report.pdf](http://www.oic.uct.ac.za/sites/default/files/image_tool/images/470/Documents/home/2017%20UCT%20Transformation%20Report.pdf)]
- All other anti-discrimination and transformation policies, including: [<http://www.uct.ac.za/about/policies/>]
  - The UCT Policy on HIV Infection and Aids
  - The UCT Disability Policy
  - The Inclusivity Policy for Sexual Orientation
  - The Racism and Racial Harassment Policies
  - The Sexual Harassment and Sexual Offences Policies
  - The University of Cape Town: Statement of Values

**Faculty Policies, Plans and Frameworks** that oblige and promote transformation include, but are not limited to:

- The Faculty of Health Sciences Charter of 2002 [<http://www.health.uct.ac.za/fhs/about/mission>]
- Reflection on Transformation Version 2 [TEC/Deanery] [<http://www.health.uct.ac.za/fhs/about/transformation/overview>]
- Strategic Plan - Vision 2030 [<http://www.health.uct.ac.za/fhs/about/mission>]
- *Ad hominem* committee criteria [the 'ideal' academic is implicit in this document] [<http://www.hr.uct.ac.za/hr/performance/promotion/>]
- Professional Standards Committee TORS and Standards [<http://www.health.uct.ac.za/fhs/about/governance/committees/standards>]

- 
- Curriculum Change Framework [[https://www.uct.ac.za/sites/default/files/image\\_tool/images/328/teaching/ccwg/UCT-Curriculum-Change-Framework.pdf](https://www.uct.ac.za/sites/default/files/image_tool/images/328/teaching/ccwg/UCT-Curriculum-Change-Framework.pdf)]
  - Revised language policy for higher education 2017 [<https://www.dhet.gov.za>]

Both UCT and Faculty-level policies and programmes are unreservedly based on Constitutional principles, South African laws, as well as on operational norms that have been further developed through regulations, directives and policies.



# A Practical Guide to your Transformation Start-up

Both UCT and Faculty-level policies and programmes are unreservedly based on Constitutional principles, South African laws, as well as operational norms further developed through regulations, directives and policies.





The categories below reflect the areas in which the university is measuring transformation (see *Figure 1*, page 4, and A-J in the table below) and represent areas which you can explore to formulate projects / interventions.

The table contains thematic suggestions in addition to examples of projects already running in the FHS. There is a wide array of good work already happening and this is an opportunity to build and expand on existing projects and interventions. We hope that this will provide you with ideas to get started.

Category A (Governance) is mandatory. The others you can select based on the best fit for your department or division and relative to the key issues which require attention in your area.

**Good luck!**

## A. Governance

- Form a transformation committee in your department / division that is as representative as possible and includes members of the academic staff, students, PASS staff and other employees who make your work environment functional.
- In the preamble to this you may need to review your corporate governance structures:
  - Clarify roles of various structures (EXCO, senior management, committee's etc.)
  - Revise membership structures to achieve better representation from all stakeholders.
  - Embed transformation in memberships and roles.
  - If none exists, write and adopt terms of reference.
  - Departmental transformation chairs should serve on departmental EXCO's.
- Familiarise yourself with UCT's Strategic Plan for Transformation (See A-J). [<https://www.uct.ac.za/main/explore-uct/strategic-plan>]
- All members of your transformation committee should have attended UCT EE training or should go for training within 6 months of joining the committee. [<https://www.uct.ac.za/main/explore-uct/ee>]
- Support from the HOD (who is ultimately responsible for transformation in any department) and HODivs or committee chairs is required (as they should be driving transformation) but if that is not the case, do not let that deter you (*refer to section 4.7 on Accountability*). The Faculty TEC provides a supportive space for engaging departmental leadership.
- Once a framework is in place it will provide a structure for you to engage with members of your department, and to identify the key concerns to focus on that fall within the transformation goals of the university (*elaborated B-J*).
- Keep an open mind. Allow free access to the group that makes room for a diverse range of voices, skills, expertise and opinion.
- To start, choose something manageable that can be achieved in a reasonable space of time. This will build the confidence of the group and is a sign to others that you are able to plan and complete the tasks you set.

## A. Governance (continued)

- Keep in mind that the chair of your transformation committee should represent your department / division on the Faculty Transformation and Equity Committee and departmental EXCO and if you work in a provincial space, the chair should also be represented on the departmental / hospital EXCO (if your structure permits). Again, for those who work in the provincial space it is advisable to link with your transformation equivalent in the provincial structure at your hospital. This helps to align and co-ordinate your activities with the province and increases your chances of being efficient and effective.
- **The chain of command:** departmental members should interface with their local committees. ALL HODs and HoDivs are ultimately responsible for transformation in their department or division and/or research entity. Transformation should not be sub-contracted out to transformation committee chairs or their committees. For this reason, it is highly desirable for HODs to have close and fruitful relationships with their transformation committee chairs. Committee chairs sit on the Faculty TEC which is chaired by two co-chairs. These two co-chairs report directly to the Dean of the Faculty of Health Sciences, who is ultimately responsible for transformation in the FHS. They also have recourse to the UCT's DVC for Transformation and the Office of Inclusivity and Change (OIC) [<http://www.oic.uct.ac.za>].
- Important issues can be raised at Faculty level through your representative with the Faculty TEC and if necessary, this can be escalated via the Co-Chairs to the Dean.
- There is also direct access to the Co-Chairs for issues of a sensitive nature which representatives may not feel comfortable raising at the TEC. Again, these are escalated to the Dean, as appropriate, and responses are discussed at monthly meetings. The Co-Chairs then provide appropriate feedback in order to resolve these issues. The Co-Chairs may elicit help of other bodies depending on the nature of the issue e.g. Professional Standard's Committee, Mental Health and Wellbeing Service, HR etc.
- Notwithstanding formal lines of reporting, transformation should be a shared responsibility of all members of the Faculty and something we should all engage with in a meaningful way.

## B. Policies, Procedures and Systems

- Participate in groups looking at critical policies for the Faculty e.g. Mental Health and Disability Policy frameworks. You can access these through the TEC or committee working group chairs.
- Engaging issues related to specific groups e.g.:
  - **PASS Staff:** performance dialogues, management / HR issues, feelings of exclusion.
  - **Post Graduates:** Funding for living costs, restructuring of funding structures for different levels of post graduate students.
  - **Registrars:** Involvement in interview process by EE representatives, restructuring of registrar interview processes to include more broadly candidates from previously disadvantaged communities.

## C. Capacity and Resources

- Encourage training of EE representatives in your department/division. Work towards at least 5% of your current staff receiving training and encourage ongoing active participation.
- **Fund raising:**
  - Using fund-raising methods through events e.g. cake sales and winter warmers.
  - Ring fencing grant funding for transformation candidates for research and educational support.
  - Securing external private funding through individuals or corporates for educational / research grants.
  - Re-purposing / re-directing existing funding streams to forward transformation e.g. using existing DOE funding to support appointment of transformation candidates. Work with your HOD to identify funding sources in the existing budget which may be used for planned transformation activities.
  - Accessing UCT funding streams through staff development funding (HR193) through Cambria House.
  - Develop and submit projects for the forthcoming Accelerated Transformation call within the FHS.
  - Create and support a fundraising portfolio in your area, using funds raised to 'buy out' time of existing employees to create posts which allow the development of transformation candidates.



## D. Institutional Culture Change Work

- Identify key areas for intervention e.g. communication and develop workshops to address these issues.
- “Coffee clubs” for informal interaction and socialising.
- Composition of cost effective alternatives for student texts in multiple languages.
- Advertisement and attendance of climate discussions across departments and divisions. e.g. “Institutional, Growth and Belonging” (IBMS), “White Privilege and Racism” (FHS), “Womxn in the Workplace”(Paediatrics), “Where to go, who to call and how to get support” (Public Health), “One My Mind” seminars (DPMH). Remember also to look at these activities outside the FHS e.g. UCT School of Dance and UCT College of Music, as other examples.
- Participate in the nGAP [<https://www.uct.ac.za/main/explore-uct/transformation/rdr-programme/ngap>] and NGP (Next Generation Professoriate) [<https://www.uct.ac.za/main/about/management/next-gen-professoriate>] programmes.
- Arrange support / meetings / group discussions on burn-out and work-life balance.
- Provide regular debriefing for staff and students working in high risk areas e.g. emergency medicine setting.
- Run intra-departmental climate surveys to identify and monitor progress within key areas which require engagement and change.

## E. Place, Space and Owning our African Identity

- Universal design and other environmental accommodations to assist students and staff with physical and psychosocial disabilities.
- Identify spaces of significance for re-memorisation and re-design. These are usually medium to long-term projects which require multiple stakeholder engagement and funding.
- Participate in the renaming of existing spaces.
- Participate in key celebratory events centred on days of significance for the country e.g. Womxn’s Day, Heritage Day, Youth Day, and Human Right’s Day. Consider partnering with NGOs and agencies outside of the university for these events.

## F. Inclusive Curriculum, Teaching and Learning

- Adapting teaching and learning environments for student and staff with disabilities e.g. incorporation of sign language and provision of adapted computers for the blind.
- Identify individuals to attend training on curriculum re-design and developing an inclusive curriculum.
- Participate in the Curriculum Change Working Groups (CCWGs).
- Some useful strategies used in the Faculty:
  - Introduce gender-neutral terms into your teaching cases to generate discussion on sex and gender.
  - Introduce or adjust teaching tools to include mind mapping and reflection charts.
  - Accommodate students who are not first language English speakers using translators.
  - Re-design your curriculum to be more concise and to be more specifically focused on medical symptoms and diseases relevant to the South African context.

## G. Responses Towards Discrimination, Harassment and Violence

- Make staff and students aware of mental health and wellbeing services.
- Make staff aware of ICAS services and how to access them.
- Introduce a staff wellness programme in your area.
- Develop and publish a departmental statement on harassment and victimisation which explicitly expresses a zero-tolerance policy along with channels for confidential reporting.

## H. Community Engagement

There are many examples, a few are listed below:

- **Teacher Empowerment for Disability Inclusion (TEDI)** (DHSR) - to empower teachers to provide quality education for learners with sensory or intellectual disabilities.
- **Eh!WOZA** (IDMM) - partnership between scientists, artists and NGO which engages youth through media and social platforms to address health issues e.g. HIV, TB, vaccinations etc.
- **XACT II** (DoM) - active case finding of TB in Langa and Gugulethu using portable molecular diagnostics situated in shopping centres and at entrances of informal settlements. Also provides rapid HIV screening.
- **Khayelitsha Cervical Cancer Screening Project** (O&G) - focuses on empowering woman through knowledge production and using tools like photo copy books, radio plays and a soap opera movie called Nohemi's Story.
- **PINK Drive** (O&G) - collaboration with NGOs to do mobile mammograms and cervical cancer screening.
- **Somekele** (O&G) - this is a Stop Rape Clinic built in collaboration with *Medicins sans Frontier* committed to combating gender-based violence.

## I. Student Access, Development and Success

- Review of curricula to accommodate learning differences, improve content and delivery of courses.
- Change working SOPs, duty rotas and rotational planning to accommodate non-South African students.
- Develop and run student publication competitions that rewards early researchers as part of a pipeline development process.
- Provide online support programmes for foreign students.
- Mentor and host international and continental students.
- Making workshops on transformational issues e.g. alternative sexuality, a DP requirement.
- Using mindfulness as a tool to build resilience amongst students and patients in the ambulatory setting.

## I. Student Access, Development and Success

- Facilitate the inclusion of the Nelson Mandela Fidel Castro (NMFCs) students by re-designing curricula, small group teaching interactions and assessment tools. This has also been assisted through providing translation services for these students. Innovations here can be transferrable to other pockets of the curriculum.
- Re-design assessment processes and tools by:
  - Organising workshops for examiners to ensure fair assessment of students.
  - Getting examiners to sign SOPs before each exam committing them to fair practice.
  - Allowing external observers in examinations.
  - Developing and using objective marking sheets.
- Write and endorse an internal conflict resolution document for managing grievances within a department.
- Develop and publish a departmental Teaching Value Statement.
- Early identification of undergraduate students for research mentorship to ultimately develop these students into first authors on publications.

## J. Student Access, Development and Success

- Facilitating and promoting UCT EE policy.
- Review of curricula to accommodate learning differences, improve content and delivery of courses.
- Develop internal mentorship and supported development programmes for interns and consultant staff.
- Arranging one-on-one coaching sessions for consultant staff with personal coaches.
- Develop a demographics App to capture and retrieve all employment-related data for internal staff to assist with staff development, retirement planning and recruitment.



Transformation

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